

VOICES OF THE BAY
Activity Review Form

BALANCE IN THE BAY

School Name: _____

Teacher Name: _____ Phone Number: _____

Location: _____ Email: _____

Date of Implementation: _____

Classroom Description

Course Name: _____ O Elective or O Required Course

Number of Students: _____ Grade Level: _____

Amount of Time Spent on Preparing for Activity(ies): _____

Amount of Time Spent on Activity: _____

Materials Used – Please check all that apply.

- Squid Fisheries PowerPoint slides
- Fishing Fleet Computation Worksheets
- Role Cards
- Ecosystem-based Challenge Cards
- Community Fishery Summary Sheets
- California Department of Fish & Game (CDFG) Squid Fishing Regulations and Restrictions handouts

Module Evaluation

Please circle the response that best represents your opinions about the activity and provide an example or reason if possible.

“1” equals “Strongly disagree” and “5” equals “Strongly agree”

| | Strongly disagree | | | Strongly agree | |
|---|-------------------|---|---|----------------|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Activity effectively introduced students to concepts/topics important to marine fisheries. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |

| | | | | | |
|--|---|---|---|---|---|
| 2. Activity effectively introduced the concepts of ecosystem-based management and “tragedy of the commons” as they relate to marine fisheries. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |
| 3. Activity helped students to understand the challenges associated with maintaining balance in a dynamic fishing community. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |
| 4. When included, student calculations made sense and students were able to connect their calculations to real-world events. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |
| 5. Students were able to apply critical thinking and problem-solving skills to their analyses. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |
| 6. Timeframe was suitable for middle/high school settings. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |
| 7. Teacher instructions were clear and preparation was manageable. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |
| 8. Background information section was adequate, accurate, and clear. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |
| 9. Activity appropriately addressed stated standards. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |
| 10. Students were engaged and enjoyed the activity. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |
| 11. Activity effectively fostered student collaboration. | 1 | 2 | 3 | 4 | 5 |
| Please provide an example or reason: | | | | | |
| 12. Other comments or suggested changes: | | | | | |